



# Behaviour Policy

Including exclusion arrangements

Reviewed September 2023

**Hambridge Primary School**  
**Behaviour Policy including exclusion arrangements**

## **RATIONALE**

**We seek to ensure that all of our children learn and thrive in an environment completely free from the fear of intimidation by others. Values such as honesty, compassion, respect and tolerance are key to our school.**

As a school we feel it is important to promote a caring and supportive environment to enable all members of the schools within the school community to feel secure, respected and therefore encourage good behaviour in others. We believe that the development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the life of the schools within the school supported by curriculum content such as Personal, Social, Health and Citizenship Education and through our internet safety policy. All children will at some point make wrong choices, but it is our intention that through this policy our pupils can be given clear guidelines on how to behave well as well as knowing that they can have hope in being able to learn for the future after any mistakes have been made.

## **AIMS**

We aim:

- to ensure care and consistency
- to be fair and be seen to be fair
- to treat all with respect
- to have clear expectations and strategies to ensure they are met
- to provide planned activities which motivate all to learn academically and socially.

## **HAMBRIDGE PRIMARY SCHOOL GOLDEN RULES**

The Golden Rules are a teaching and learning tool which need to be constantly re-enforced and highlighted by all members of the school community.

1. We respect each other's right to learn and to do our best.
2. We show care for each other and our school.
3. We move about our school quietly and safely.
4. We always listen and respond politely.
5. We are kind and treat others as we would like to be treated.

## **INCENTIVES TO POSITIVE BEHAVIOUR**

We believe the ideal rewards are the intrinsic rewards offered by:

good relationships

a stimulating curriculum

positive role models.

It is important to have a reward system in place which celebrates all forms of social and academic achievement and effort. We wish to ensure that each child has the opportunity to experience success.

### **The Reward System and the Incentives towards Good Behaviour**

**Non verbal praise:** a smile, thumbs up, applause

**Verbal praise:** we believe this is an important factor in creating a positive atmosphere which will promote good behaviour. It will be related to the Hambridge School Golden Rules and can be given to and by everyone. It may be private or public.

### **Marking Policy and Display**

Positive comments are used to build on success and children's work is displayed so that it is obvious to any visitor that we are proud of success.

### **Sharing**

In recognition of a particular task or behaviour the pupil may share success with others:

- i the class
- ii the neighbouring class or teacher
- iii an adult chosen by the child
- iv the Head teacher
- v Parents/ wider community

## **Stickers and House Points**

Across the school, the children work towards gaining house points for good work or behaviour. An extra incentive for KS1 children is working towards gaining stars or stickers for good work or behaviour.

In addition, a weekly "Cup Assembly" takes place where individual children in each class are praised for good work or good behaviour. As well as this, Golden Tickets are awarded for exceptional work and good behaviour or acts of kindness. Each child is a member of one of four 'houses' (Blue, Green, Red and Yellow) and house points are accrued weekly and half termly. The winning house has their colour flag flown from the flagpole outside the school. A special treat for the overall winning house is awarded half termly. Sports cups and other cups given for different qualities and achievements will be awarded to several individuals for sporting endeavour and other sporting attributes in a specially held awards assembly held at the end of each academic year.

Behaviour awards are designed to encourage our children to show exceptional levels of behaviour, displays of thoughtfulness and kindness to those in our school community. These acts of good behaviour or kindness are shared within assemblies and prizes awarded at the end of the term as a reward for the children who have been recognized.

## **Discouraging Unacceptable Behaviour and Restorative Justice**

It is important to remember before we resort to our sanctions/ punishments, that we ensure a child who has misbehaved in some way is given the opportunity to make amends and experience forgiveness.

The process should be:

- Understanding of what was wrong
- Understanding feelings of others
- Feeling sorry
- Problem solving to put it right
- Learning for the future

However, there is a need for sanctions if a child breaks established class/ school rules. It is our belief that sanctions consistently and firmly applied will result in clear boundaries and therefore good behaviour promoted.

**NB It is important at all times to criticise and target the behaviour and not the child.**

## **Sanctions - The Three “Strike” Rule**

For unacceptable behaviour, the following sequence will be used.

- 1) Praise** - given to the children who are showing appropriate behaviour at all times.
- 2) Non-verbal** - signal or shake of the head, look etc (the aim being to cause as little disruption as possible to learning. Positive first opportunity to do the right thing)
- 3) Verbal** - a reminder of the Hambridge Golden Rules and clear discussion about what needs to happen to put the situation right to avoid possible sanctions. (Second opportunity to do the right thing). Name written on board.
- 4)** If disruptive behaviour continues the child is given a 2nd warning and reminded of expectations. The child will be moved to a quiet table away from other children. 5 minutes of their breaktime will be missed.
- 5)** If behaviour continues, then they are escorted, with work, to their parallel class. A member of SLT will speak to the child and decide the appropriate consequence.

If a child continues to misbehave, she/he will be referred to a senior member of staff who will decide which of various sanctions should be applied. Each class will keep a behaviour log and pass to SLT each week.

The parents of a child who frequently misbehaves will be notified by a conversation with the parent. The SENCo will be informed, and behavioural advice sought if relevant. (Behaviour Plan put in place if appropriate)

## **Bullying**

We define bullying using the NSPCC acronym S.T.O.P. standing for several times on purpose in explaining the persistent actions of a bully towards a victim. Bullying can take many forms and can be verbal or physical in nature. Hambridge Primary School takes bullying very seriously and will not tolerate it in any form or guise. We use restorative justice as a way of dealing with the after-effects of bullying and in showing a bully how his or her actions are affecting the other child or children. We always involve parents where bullying occurs and the headteacher will always take action where bullying has been detected by staff. Our school council has worked on a charter specifically designed to confront the area of bullying, to show how unacceptable it is and to show victims and bullies how they can get help.

## **For Serious incidents/persistent misbehaviour;**

Referral to the Phase leader/Head teacher.

Fast Track with involvement of the SENCo and outside agencies

Some behaviour may be so serious that a senior member of staff/ parents are immediately involved. Behaviour such as:

- i bullying
- ii defiance/ use of bad language
- iii damaging school or others' property
- iv assaulting a member of staff - verbal or physical
- v fighting
- vi leaving the school grounds without permission
- vii behaviour which causes an accident/ Health and Safety issue
- viii Child on Child sexual violence or verbal abuse

Where an incident has not been witnessed by an adult, children are asked to explain what has happened from their own perspective; this sometimes may be through a written account. This enables staff to take appropriate action.

At this stage the parents will be contacted as exclusion (fixed term or permanent) may be necessary. Children may be excluded from planned visits due to their behaviour.

The Head teacher may decide upon an internal exclusion where the child works away from the class for a day. The child may need to be placed on the following Disciplinary Code:

1. An interview with the child and another member of staff will be held in a one-to-one situation, away from everyone else, which may result in an interview with the class teacher, the parents and the child.
2. An interview between the Senior Leader and the parents of the child. This may result in a written reporting system which will involve the parents. The length of time for these reports will be negotiable.
3. If all the above measures fail, then the Senior Leader, in consultation with the Governors, Local Education Authority and outside agencies, will apply a fixed term or permanent exclusion.

# **EXCLUSION ARRANGEMENTS**

## **PUPIL EXCLUSION FROM SCHOOL – ADMINISTERING THE PROCESS**

Our exclusion arrangements are conducted in full accordance with the Equality Act 2010.

If the Head teacher is satisfied that a pupil has committed a disciplinary offence, and the pupil is being removed from the school site for that reason, the formal exclusion process comes into operation.

Only the Head teacher (or in their absence the acting Head teacher) can exclude a pupil and the decision to exclude should always be done after careful consideration of all the relevant facts and circumstances.

### **The Exclusion Process**

- \* The child is removed from any area where he/she could harm him/herself or others
- \* Parents or Guardians are contacted, given a brief explanation of the difficulties and notified that they must collect their child from school either immediately or at a fixed time. The length of the intended exclusion is clearly stated verbally to the Parents or Guardians.
- \* The School Office will prepare and send the formal exclusion letter to parents, with a copy being sent to the SEN Governor and the LEA.
- \* The School has a duty to provide education during a fixed-term exclusion. Work will be prepared and sent home by the child's Class Teacher.
- \* On the child's return to school, the Head teacher (or in their absence the acting Head teacher) will meet with the child and the Parents/Guardians to discuss re-entry to the school and establish the need for appropriate behaviour in reference to the Trust's Behaviour Policy.

### **The School's Obligation**

Fixed period exclusions totalling 5 or fewer days or 10 or fewer lunchtimes or half days must be reported for monitoring purposes to the Local Governing Body (LGB).

Where a pupil is given a fixed period exclusion of a duration of six days or longer, the School has a duty to arrange suitable full-time educational provision from and including the sixth school day of exclusion. This would happen in consultation with the Support Services.

### **Fixed Period Exclusion of 15+ days**

The Clerk should secure from the Head teacher the following:

- \* PSP or IEP
- \* Log of incidents
- \* Copy of any professional reports

- \* Any other relevant information
- \* School assessment test results
- \* Most recent School report
- \* If KS1, Foundation Profile, School Entry Plan, Boxall Profile

The Clerk must then check the availability of the Head teacher, LA Officer, relevant LGB and Parents/Guardians for the review meeting. This must take place between the 6th and 15th school day following notification from the Head teacher. The meeting should be at a time and place convenient to all parties.

### **Witness Statements**

The Head teacher should, where appropriate, keep written records of the actions taken, including any interview with the pupil concerned.

### **Permanent Exclusion**

When a permanent exclusion is notified to the LGB, the Clerk must secure the following information from the Head teacher:

- \* Any information in support of the decision to exclude
- \* A summary of the strategies and interventions used to try to prevent permanent exclusion
- \* Copies of PSP and IEPs for the pupil over the past 12 months
- \* A log of incidents
- \* Attendance record
- \* Copies of reports from the Support Services
- \* Behaviour/Discipline Policy
- \* School assessment results
- \* Copy of the most recent School report
- \* If the pupil is in KS1, information from Foundation Profile, School Entry Plan, Boxall Profile
- \* Relevant information about the pupil's home circumstances
- \* Relevant information regarding SEN, disability or medical conditions
- \* Witness statements

The Clerk must then check the availability of the Head teacher, relevant LGB and Parents/Guardians for the review meeting. This must take place between the 6th and



15th school day following notification from the Head teacher. The meeting should be at a time and place convenient to all parties.

The Clerk will collate and forward the information to the LA where a Pupil Support Casework Officer will be allocated.

### **Governors Duty – Permanent Exclusion**

The LGB will comply with the statutory time limits. They may ask the LA Officer for advice but must make their decision alone. A note of the LGB's views on the exclusion will be placed on the Pupil's School Record with copies of the relevant papers. The Clerk will take detailed minutes, bearing in mind the parental right to appeal. A copy will be required if this goes to Independent Appeal.

The LGB will inform the Parent and Head teacher of its decision in writing no more than one day from the hearing, stating the reasons.

The LGB will not attach conditions to any direction it may give to the Headteacher to reinstate the pupil.

Where the LGB decides to uphold the permanent exclusion, its letter to the Parent/Guardian will include the following information:

- \* The reason for the decision
- \* Their right to appeal to an Independent Appeal Panel, together with the name and address of the person to whom any notice to appeal should be sent
- \* The date by which the appeal should be lodged
- \* That any notice of appeal must set out grounds on which the appeal is made
- \* That any claim on grounds of disability discrimination can also be set out in the notice of appeal

### **Children Beyond**

Occasionally some children may be beyond normal incentives and sanctions. Their behaviour may stem from physical or emotional needs which are not being met. They may be very unhappy and have a low self-esteem. In cases like this the SENCo will be involved as well as the Behaviour Support agency. His/her parents will be involved in agreeing the Individual Behaviour Plan, which will be consistent with the principles and practices within this policy.

### **Conclusion**

The Behaviour Policy has been written in order that we can manage the behaviour in the schools within the school in the best possible way and for the good of all who work in the school whether staff or pupils. If it is to be effective everyone must use it with confidence and consistency. Throughout, it is the principle of always promoting

good behaviour that will apply. Our Behaviour Policy reflects and is informed by the LGB's Written Statement of Behaviour Principles which is available from the school office and is published on the PPAT Trust's website.

Reviewed September 2023  
Next Review September 2024

## **APPENDICES**

Procedures:

### Appendix 1 Daily Routine in wet weather

All children go to their classrooms in the main building. Class teachers will be in their classrooms by 8.40 am, so that children are supervised.

### Appendix 2 Procedures for Playtimes

KS1 & KS2 will line up in the morning at playtimes and lunchtimes, in designated areas.

The designated playground area will be used for football games on a rota basis.

Teachers, Learning Support Assistants and lunchtime staff will collect their children and walk them to classrooms after Breaks.

Lunchtime Supervisors will line up and take children to class after lunch.

1 whistle means stand still, the next, line up.

### Appendix 3 Movement around the school

When moving around the school, classes will be supervised by an adult.

We expect all children to walk **quietly** along corridors and pathways.

Children will be accompanied by an adult to and from Assemblies/Acts of Collective Worship. (Times agreed)

Children will be encouraged to use the toilet during playtimes. They will also be allowed to use toilets during lesson times if necessary.

#### Appendix 4 Hambridge School Golden Rules:

1. We respect each other's right to learn and to do our best.
2. We show care for each other and our school.
3. We move about our school quietly and safely.
4. We always listen and respond politely.
5. We are kind and treat others as we would like to be treated.

### **SAFETY RULES**

For our safety:

1. We will walk quietly along corridors and on pathways.
2. We will not run inside the building.
3. We will stay on the playground before school, at playtimes and at lunchtime.
4. We will not go into teaching areas without supervision.
5. We will not go into the car park.
6. We will not harm others

#### Appendix 5 Home School Agreement (see separate document)